

Using a case study design, three faculty members and the service-learning director at a research-intensive university explored the challenges and opportunities of moving from traditional teaching methods to implementing service-learning models. The overarching research questions in the study were:

- What are the challenges and opportunities of implementing service-learning in a university setting?
- How has the implementation of service-learning transformed the way faculty teach and interact with students?

This qualitative analysis involved an interdisciplinary group of faculty and a Director of Service-Learning during a two-year period. From August 2010 to the present, this research group engaged in critical reflections designed to provoke a process of questioning and self-discovery. This process involved challenging accepted norms of teaching and learning as well as self-assessment through critical questioning and reflection, which led to a deeper discovery of their own voice (Mezirow, 2002) and questions examining the significance of this counternormative pedagogy required by service-learning (Howard, 1998).

Analysis of group reflections and discussions regarding the transition from traditional teaching to implementation of service-learning uncovered three types of transformations: (1) transformation *of* student learning described as anticipatory integration to conflicts between expectation and reality; (2) transformation *in* learning about service-learning transitioning from constant search for clarification to search for relevance; and (3) transformation *by* learning about themselves as educators, moving from “me” to “we” and then to deconstruction of their professional selves.

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